Iowa Quality Preschool Program Standards Classroom Portfolio

District:	Verifier's Name:	
Date:	Classroom:	
Standard 1: Relationships		
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IQPPS#	Criteria	Notes
Building	Positive Relationships among Teachers and Families	
□ 1.1 FI	Teachers work in partnership with families, establishing and maintaining regular, on-going, two-way communication.	
Helping (Children Make Friends	
□ 1.5	Teaching staff support children's development of friendships and provide opportunities for children to play with and learn from each other.	
□ 1.6	Teaching staff assist children in resolving conflicts by helping them identify feelings, describe problems, and try alternative solutions.	
Creating	a Predictable, Consistent and Harmonious Classroom	
□ 1.7	Teaching staff counter potential bias and discrimination by:	
Required	treating all children with equal respect and consideration;	
CO FT	 initiating activities and discussions that build positive self-identity and teach the valuing of differences; 	
	intervening when children tease or reject others;	
	 providing models and visual images of adult roles, differing abilities, and ethnic or cultural backgrounds that counter stereotypical limitations; and, 	
	avoiding stereotypes in language references.	

Standard 2: Curriculum

IQPPS#	Criteria	Notes
Curriculu	ım: Essential Characteristics	
□ 2.7 CO FT	The curriculum guides the development of a daily schedule that is predictable yet flexible and responsive to individual needs of the children. The schedule provides time and support for transitions, includes both indoor and outdoor experiences, and is responsive to a child's need to rest or be active.	
□ 2.8 CO FT	Materials and equipment used to implement the curriculum: reflect the lives of the children and families; reflect the diversity found in society, including gender, age, language, and abilities; provide for children's safety while being appropriately challenging; encourage exploration, experimentation, and discovery; promote action and interaction; are organized to support independent use;	

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IQPPS#	Criteria	Notes
	are rotated to reflect changing curriculum and accommodate new interests and skill levels;	
	 are rich in variety; and, accommodate children's special needs. 	
□ 2.9	The curriculum guides teachers to incorporate content, concepts, and activities that foster social, emotional, physical, language, and cognitive development and that integrate key areas of content including literacy, mathematics, science, technology, creative expression and the arts, health and safety, and social studies.	
□ 2.10	The schedule provides children learning opportunities, experiences, and projects that extend over the course of several days and incorporates time for: play, self-initiated learning, creative expression, large-group, small-group, and child-initiated activity.	
□ 2.11	The curriculum guides teachers to plan for children's engagement in play (including dramatic play and blocks) that is integrated into classroom topics of study.	
Curriculi	ım Area of Development: Physical Development	
□ 2.13 FT	Children are provided varied opportunities and materials that support fine-motor development.	
□ 2.14 CO FT	Children have varied opportunities and are provided equipment to engage in large motor experiences that: • stimulate a variety of skills; • enhance sensory-motor integration; • develop controlled movement (balance, strength, coordination); • enable children with varying abilities to have large-motor experiences similar to those of their peers; • range from familiar to new and challenging; and, • help them learn physical games with rules and structure.	
Curriculi	ım Area of Development: Language Development	
□ 2.16 CO	Children have varied opportunities to develop vocabulary through conversations, experiences, field trips, and books.	
□ 2.17 FT	Children have varied opportunities and materials that encourage them to have discussions to solve problems that are interpersonal and those that are related to the physical world.	
Curriculu	ım Area of Development: Early Literacy Development	
□ 2.19 CO	Children have opportunities to become familiar with print. They are actively involved in making sense of print, and they have opportunities to become familiar with, recognize, and use print that is accessible throughout the classroom: items belonging to a child are labeled with his or her name; materials are labeled; print is used to describe some rules and routines; and, teaching staff help children recognize print and connect it to spoken words.	

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□ 2.20	Children have varied opportunities to:	
Required FT	 be read books in an engaging manner in group or individualized settings at least twice a day in full-day programs and at least once daily in half-day programs; 	
CO	 be read to regularly in individualized ways including one-to-one or in small groups of two to six children; 	
	 explore books on their own and have places that are conducive to quiet enjoyment of books; 	
	 have access to various types of books including storybooks, factual books, books with rhymes, alphabet books, and wordless books; 	
	be read the same book on repeated occasions.	
	retell or re-enact events in storybooks;	
	 engage in conversations that help them understand the content of the book; 	
	 be assisted in linking books to other aspects of the curriculum; and, 	
	identify the parts of books and differentiate print from pictures.	
□ 2.21	Children have multiple and varied opportunities to write:	
CO FT	 writing materials and activities are readily available in art, dramatic play, and other learning centers; 	
	 various types of writing are supported including scribbling, letter-like marks, and developmental spelling; 	
	children have daily opportunities to write or dictate their ideas;	
	 children are provided needed assistance in writing the words and messages they are trying to communicate; 	
	 children are given the support they need to write on their own, including access to the alphabet and to printed words about topics of current interest, both of which are made available at eye level or on laminated cards; and, 	
	 children see teaching staff model functional use of writing and are helped to discuss the many ways writing is used in daily life. 	
□ 2.22 CO	 Children are regularly provided multiple and varied opportunities to develop phonological awareness: children are encouraged to play with the sounds of language, including syllables, word families, and phonemes, using rhymes, poems, songs, and finger plays; 	
	 children are helped to name and point to letters and say the sounds they represent; 	
	children are helped to say and point to words that have the same beginning or ending sounds;	
	and,	
	children's self-initiated efforts to write letters that represent the sounds of words are supported.	
Curriculu	m Content Area for Cognitive Development: Early Mathematics	
□ 2.23	Children are provided varied opportunities and materials to build understanding of numbers,	
Required	number names, and their relationship to object quantities and to symbols.	
□ 2.24	Children are provided varied opportunities and materials to categorize by one or two attributes, such as shape, size, and color.	
□ 2.25	Children are provided varied opportunities and materials to help them understand the concept of measurement by using standard and non-standard units of measurement.	

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□ 2.26	Children are provided varied opportunities and materials to understand basic concepts of geometry by, for example, naming and recognizing two- and three- dimensional shapes and recognizing how figures are composed of different shapes.	
Curriculu	ım Content Area for Cognitive Development: Science	
□ 2.27 CO	 Children are provided varied opportunities and materials to learn key content and principles of science such as: the difference between living and nonliving things (e.g., plants versus rocks) and life cycles of various organisms (e.g., plants, butterflies, humans); Earth and sky (e.g., seasons; weather; geologic features; light and shadow; sun, moon, and stars); and, structure and property of matter (e.g., characteristics that include concepts like hard and soft, floating and sinking) and behavior of materials (e.g., transformation of liquids and solids by dissolving or melting). 	
□ 2.28 CO	Children are provided varied opportunities and materials that encourage them to think, question, and reason about observed and inferred phenomena.	
Curriculu	ım Content Area for Cognitive Development: Technology	
□ 2.30 FT	All children have opportunities to access technology (e.g. tape recorders, microscopes, computers) that they can use by themselves, collaboratively with their peers, and with teaching staff or a parent.	
□ 2.31 CO	Technology is used to extend learning within the classroom and to integrate and enrich the curriculum.	
Curriculu	um Content Area for Cognitive Development: Creative Expression and the Arts	
□ 2.32 CO FT	Children are provided many and varied open-ended opportunities and materials to express themselves creatively through music, drama, dance, and two- and three-dimensional art.	
Curriculu	ım Content Area for Cognitive Development: Health and Safety	
□ 2.33 CO FT	Children are provided varied opportunities and materials that encourage good health practices such as serving and feeding themselves, rest, good nutrition, exercise, hand washing, and tooth brushing.	
□ 2.34	Children are provided varied opportunities and materials that help them learn about nutrition, including identifying sources of food and recognizing, preparing, eating, and valuing healthy foods.	
□ 2.35 CO	Children are provided varied opportunities and materials that increase their awareness of safety rules in their classroom, home, and community.	
□ 2.36	Children have opportunities to practice safety procedures.	

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Curricul	Curriculum Content Area for Cognitive Development: Social Studies	
□ 2.38 FT	Children are provided varied opportunities and materials to build their understanding of diversity in culture, family structure, ability, language, age, and gender in non-stereotypical ways.	
□ 2.39	Children are provided opportunities and materials to explore social roles in the family and workplace through play.	

Standard 3: Teaching

IQPPS#	Criteria	Notes	
Designing	Designing Enriched Learning Experiences		
□ 3.3	Teaching staff and children work together to arrange the classroom materials in predictable ways so children know where to find things and where to put them away.		
Using Tir	ne, Grouping, and Routines to Achieve Learning Goals		
□ 3.10	Teachers organize time and space on a daily basis to allow children to work or play individually and in pairs, to come together in small groups, and to engage as a whole group.		
□ 3.11	Teachers create opportunities for children to engage in group projects and to learn from one another.		
Respondi	ng to Children's Interests and Needs		
□ 3.12	Teachers use their knowledge of children's social relationships, interests, ideas, and skills to tailor learning opportunities for groups and individuals.		
Making I	Learning Meaningful for All Children		
□ 3.13 PP	Teachers use curriculum in all content and developmental areas a flexible framework for teaching and to support the development of daily plans and learning experiences.		
□ 3.14 CO	Play is planned for each day.		
Using Ins	truction to Deepen Children's Understanding and Build Their Skills and Knowled	lge	
□ 3.15	Teaching staff help children understand spoken language (particularly when children are learning a new language) by using pictures, familiar objects, body language, and physical cues.		
□ 3.16 CF	Teachers use multiple sources (including results of informal and formal assessments as well as children's initiations, questions, interests, and misunderstandings) to: identify what children have learned; adapt curriculum and teaching to meet children's needs and interests; foster children's curiosity;		

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	extend children's engagement; and,support self-initiated learning.	
□ 3.17 CO	Teachers use their knowledge of content to pose problems and ask questions that stimulate children's thinking. Teachers help children express their ideas and build on the meaning of their experiences.	
□ 3.18 CO	Teachers help children identify and use prior knowledge. They provide experiences that extend and challenge children's current understandings.	
□ 3.19	Teachers promote children's engagement and learning by responding to their need for and interest in practicing emerging skills, and by enhancing and expanding activities that children choose to engage in repeatedly.	
□ 3.20	Teachers promote children's engagement and learning by guiding them in acquiring specific skills and by explicitly teaching those skills.	

Standard 4: Assessment of Child Progress

IQPPS#	Criteria	Notes
Using App	propriate Assessment Instruments and Methods	
□ 4.6 Required NO LONGER A MEASURED CRITERIA	 Staff-developed assessment methods: are aligned with curriculum goals; provide an accurate picture of all children's abilities and progress; are appropriate and valid for their stated purposes; provide meaningful and stable results for all learners, including English-language learners and children with special needs; provide teachers with clear ideas for curriculum development and daily planning; and, are regularly reviewed to be certain that they are providing the needed information. 	4.6 is no longer a documented criteria. The DE does not promote the use of staff-developed assessment methods.
Adapting	Curriculum, Individualizing Teaching, and Informing Program Development	
□ 4.9 CF	Teachers or others who know the children and are able to observe their strengths, interests, and needs on an on-going basis conduct assessments to inform classroom instruction and to make sound decisions about individual and group curriculum content, teaching approaches, and personal interactions.	
□ 4.11 Required ECSE	Teachers interact with children to assess their strengths and needs to inform curriculum development and individualize teaching.	

Standard 5: Health

IQPPS#	Criteria	Notes
□ 5.5	Children of all ages have daily opportunities for outdoor play (when weather, air quality, or environmental safety conditions do not pose a health risk). When outdoor opportunities for large motor activities are not possible because of conditions, the program provides similar activities inside. Indoor equipment for large motor activities meets national safety standards and is supervised at the same level as outdoor equipment.	
□ 5.21	The program serves meals and snacks at regularly established times. Meals and snacks are at least two hours apart but not more than three hours apart.	DHS - IAC 441-109.15(1)

Standard 6: Teachers

No criteria under this Standard.

Standard 7: Families

IQPPS#	Criteria	Notes
□ 7.5	Program staff communicate with families on at least a weekly basis regarding children's activities and developmental milestones, shared care-giving issues, and other information that affects the well-being and development of their children. Where in-person communication is not possible, program staff	
	communicate through established alternative means.	

Standard 8: Community Relationships

IQPPS#	Criteria	Notes
□ 8.4	Program staff use their knowledge of the community and the families it serves as an integral part of the curriculum and children's learning experiences.	

Standard 9: Physical Environment

IQPPS#	Criteria	Notes		
Indoor and Outdoor Equipment, Materials and Furnishings				
□ 9.1 Required FT	 A variety of age and developmentally appropriate materials and equipment are available indoors and outdoors for children throughout the day. This equipment includes: dramatic play equipment; sensory materials such as sand, water, play dough, paint, and blocks; materials that support curriculum goals and objectives in literacy, math, science, social studies, and other content areas; and, gross motor equipment for activities such as pulling up; walking; climbing in, on, and over; moving through, around, and under; pushing; pulling; and riding. 			

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Outdoor Environmental Design				
□ 9.5 CO FT	Outdoor play areas, designed with equipment that is age and developmentally appropriate and that is located in clearly defined spaces with semiprivate areas where children can play alone or with a friend, accommodate: • motor experiences such as running, climbing, balancing, riding, jumping, crawling, scooting, or swinging; • activities such as dramatic play, block building, manipulative play, or art activities; and • exploration of the natural environment, including a variety of natural materials such as nonpoisonous plants, shrubs, and trees. The program makes adaptations so children with disabilities can fully participate in the outdoor curriculum and activities.			

Standard 10: Leadership and Management No criteria under this Standard.